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ABSTRACT

The report describes Creative Resources Enriching Student Talents (C.R.E.S.T.), a Title IVC project designed to encourage individual creative growth in gifted/talented children by stimulating them to solve problems within the areas of academics and the creative arts; the program is used in elementary schools in Lebanon, a rural Connecticut community, to provide arts programming for gifted/talented students, to enhance their creativity and benefit the total school population. Techniques for identifying students with creative ability and talent in the arts are demonstrated, and the C.R.E.S.T. curriculum model for differentiating instruction using community resources and people is explained. Student evaluation methods are briefly discussed, and sample forms for evaluating student performance in creative behavior, pottery, creative communication, math lab, and folk music, and a C.R.E.S.T. evaluation form for student use are appended. (Author/CM)

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PROGRAMMING IN CREATIVE ARTS
FOR THE GIFTED/TALENTED RURAL CHILD (K-6)

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Prepared for The Auburn University Conference on
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by

Claire S. Krause, Director
Lebanon Gifted/Talented Program
Lebanon Elementary School
Lebanon, Connecticut

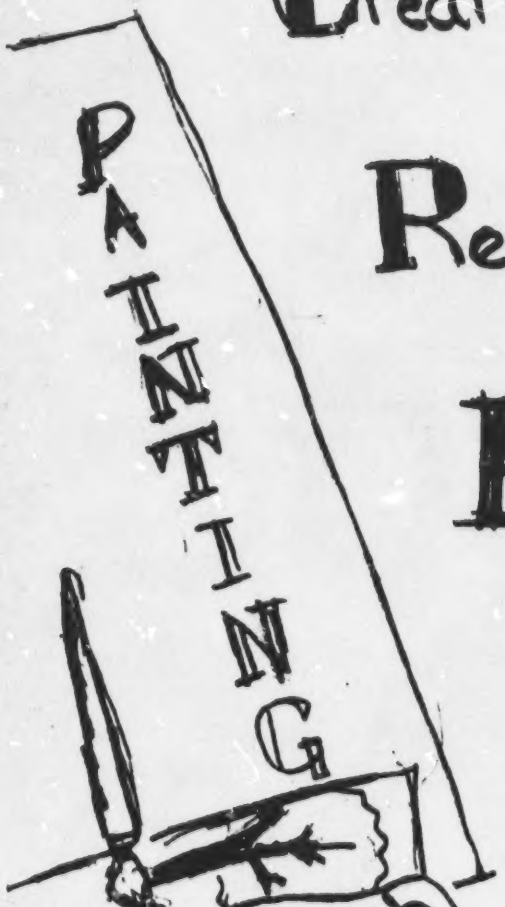
Creative

Resources

Enriching

Student

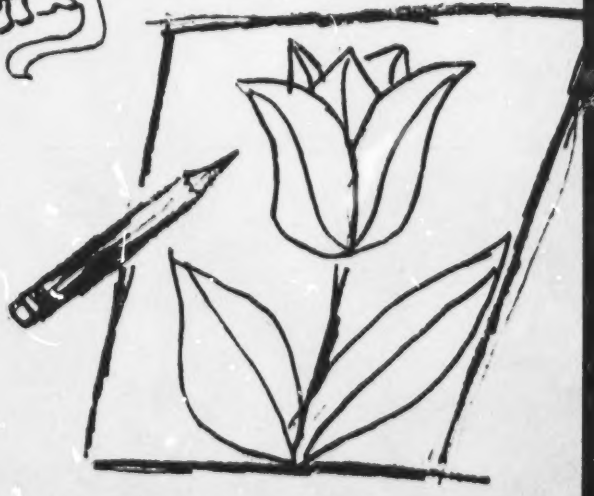
Talents



Research

Music

Drawing



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Name(s) of participants(s) (as you would like it to appear on the program):

Claire S. Krause

Present position or title (include location):

Director, Lebanon Gifted/Talented Program

Title of Presentation:

Programming in Creative Arts for the Gifted/Talented Rural Child (K-6)

Target audience(s):

Administrators, Teachers of the Gifted, Regular Classroom Teachers

100 word abstract of presentation (as you would like it to appear on the program):

Claire Krause will draw of her 10 years of experience in the classroom and her 4 years of experience as director of C.R.E.S.T. (Creative Resources Enriching Student Talents), a Title IVC project, to explain how arts programming for gifted/talented students can enhance their creativity and benefit the total school population.

Techniques for identifying students with creative ability and talent in the arts will be demonstrated, and the C.R.E.S.T. curr-culum model for differentiating instruction using community resources and people will be explained.

Mrs. Krause has received her 6th Year in Education from The University of Connecticut with a concentration in teaching the gifted and talented. She has developed a curriculum unit on Genealogy for Gifted and Talented based on the Enrichment Triad Model and published by Creative Learning Press, Inc., and has presented the program at the Summer Institute for the Gifted and Talented at the University of Connecticut each year.

I.A. Philosophy of Program

Every community should meet the needs of children with differing learning abilities. Gifted and talented children are no exception. In order to provide for the special needs of gifted/creative/talented children, experiences beyond the regular school curriculum are essential.

Lebanon, a rural community, attempts to provide adequate educational experiences for all children but is hampered by its lack of school space, materials, and equipment. A program for Lebanon's gifted children has to be based on enriching and broadening children's environment. Not only are gifted children exposed to creative people and resources in the community, but they are expected to share these experiences in independent and group projects. The entire school body as well as the community benefits from these special opportunities.

Many gifted/talented/creative children will become leaders and contributors to our society. They will require skills to communicate their thoughts and feelings using clear and precise written and oral language whether they choose to inform, stimulate, convince, or persuade others. These children should be encouraged to share their unique talents and abilities. The school setting is an ideal place to begin.

The major emphasis of the program is to encourage individual creative growth by stimulating children to solve problems within the areas of academics and the creative arts. Children are stimulated to think creatively by working with other creative children in the program; by being exposed to creative adult models; by experiencing a creative learning environment; by participating in creative group experiences in the visual and performing arts; and by producing individual and group creative products.

Through this special program, exceptional students will be encouraged to make full use of their creative and mental energies that will enable them to become future creative producers and problem solvers. Gifted/talented/creative children deserve a special program to make them aware of the creative resources in the community, in other people, but most of all within themselves.

I.B. Definition

The project identifies and serves students with outstanding intellectual and academic ability, talent in the arts, and creative ability that represents a broad definition of giftedness. This definition is contained in Section 10-76 of the Connecticut General Statutes, as follows:

Extraordinary Learning Ability

(Gifted)

"...A child identified by the planning and placement team as gifted and talented on the basis of either performance and relevant standardized measuring instruments, or demonstrated or potential achievement or intellectual creativity, or both. The term shall refer to the top five percent of children so identified."

Outstanding Talent in the Creative Arts

(Talented)

"...A child identified by the planning and placement team as gifted and talented on the basis of demonstrated or potential achievement in music, the visual arts or the performing arts. The term shall refer to the top five percent of children so identified."

At the present time, the C.R.E.S.T. program is serving 10% of the school population that includes approximately 5% gifted and 5% talented as defined above.

I.C. C.R.E.S.T. Program

The C.R.E.S.T. (Creative Resources Enriching Student Talents) is in its third year of operation and was made possible through an E.S.E.A. Title IVC grant in 1977. This program offers broad experiences to rural children not found within their regular classroom and not easily supplied by their parents. In-school as well as out-of-school activities are planned to meet the individual talents, interests, and needs of these superior students.

Talented people are brought into the school to discuss their special talents as well as give performances, demonstrations, and/or workshops. These people include area artists, painters, photographers, poets, musicians, potters, authors, puppeteers, folk singers, dramatists, and dancers. Resource persons chosen for instructional purposes are selected because of their expertise in the arts, their creative approach to learning, as well as their ability to relate to elementary school children.

I.D. Need

The need for gifted and talented elementary school children to make full use of their mental and creative energy can be met by a special creative arts program in the school. This program should provide experiences in all the art forms (art, music, dance, drama, creative writing, etc.), and children should be selected to participate in activities based on their interests, talents, and needs. Academic students need to develop productively in non-academic areas; creative students need an outlet for their imaginative ideas; talented students need more exposure to the art disciplines.

Creative arts experiences encourage talented children to develop into fully functioning human beings capable of viewing problems in many ways; extending themselves into other areas to increase their perceptual abilities; and having the facility to combine ideas from other mediums into new forms and solutions.

II. A. Talent Criteria

Designing the screening instruments required a coordinated effort of teachers, special education staff, administrators, and consultants. The procedures are documented on the Flow Chart of CREST Screening Procedures. (See Table 1).

The General Guidelines for Talent Identification included:

1. Evidence of Creative Imagination
   a. Sensitivity to problems
   b. Fluency
   c. Flexibility
   d. Originality
   e. Ability to redefine and rearrange
   f. Analysis
   g. Synthesis

2. Evidence of Specific Skills
   a. Talent considerably beyond recognized developmental stages
   b. Audition and/or portfolio of work

3. Exceptional Interest in Talent Area
   a. Parent input
   b. Teacher Judgment

4. Evidence of Commitment to Program
   a. Child input

Screening instruments used for talent identification were designed specifically for assessing skills as well as creativity in each area by the director together with the special teachers who worked in the program. The assessments have been successful in identifying students with demonstrated/potential ability in the arts at the elementary school. These selected students form a diversified talent pool from which to draw for special activities.

II. B. Screening Instruments

Children can be referred for screening by a teacher or parent (See Teacher and Parent Nomination Forms). All children referred are administered the Torrance Test of Creative Thinking. I.Q. tests and achievement test scores are used for academic referrals only. (See Table 2 - CREST Talent Search). Specific instruments are designed to assess above-average abilities within each talent area taking into consideration the activities that are offered in the program.

II. C. Test Descriptors

The screening instruments included teacher-designed as well as standardized tests, Descriptions of the tests will be found on the following page.

All data is compiled for each student and selections are made by a special placement team made up of the school principal, reading consultant, guidance counselor, resource teacher, and special teachers. Final decisions are based on evidence or outstanding talent in at least one area.

CREST Screening Instruments - Teacher Designed

ART

Working Creatively with Drawing by Judy Blake, Art Teacher

Group administered test
2 simple drawing tasks
15 minute time limit for each task
Judged for drawing skill, accuracy, use of color, and elaboration by 2 art specialists.

Creative Manipulation of Materials by Judy Blake, Art Teacher

Group administered test
1 clay manipulation task
15 minute time limit
Judged for use and extension of clay with objects and tools, elaboration, and originality by 2 art specialists.

Thinking Creatively with Sounds by Bruce Lindeman, Music teacher

Individually administered test
2 sound demonstrations
2 - 5 minute time limits
Scored for fluency, flexibility, originality, and elaboration by the resource teacher.

DANCE

Dance Motor Skills by Nancy Baldwin, Dance Teacher

Individually administered performance test
8 movement tasks
Approximately 10 - 15 minutes duration
Judged for body carriage, coordination, flexibility, rhythm, and balance by a dance specialist.

Creative Dance Skills by Nancy Baldwin, Dance Teacher

Individually administered performance test
10 tasks in movement exploration
Approximately 5 minutes duration
Judged for openness, originality, and improvisational skills by a dance specialist.

DRAMA

Drama Assessment Inventory by Gail Herman, Dramatist, and Betty Shibles, Teacher

Individually administered performance task
1 object transformation task through body movement
Approximately 3 - 5 minutes duration
Scored for fluency and flexibility by a drama specialist

Creative Storytelling and Use of Props by Gail Herman and Betty Shibles

Individually administered performance task
Storytelling task using props
2 - 5 minute time limit
Judged for fluency, flexibility, elaboration, and originality by a drama specialist.

CREST Screening Instruments - Commercial

Key Math Diagnostic Arithmetic Test
Austin J. Connolly, Ed. D.
Wm. Nachtman, Ed. D.
E. Milo Pritchett, Ed. D.
American Guidance Service, Inc.,
Publishers' Building
Circle Pines, Minnesota, 55014

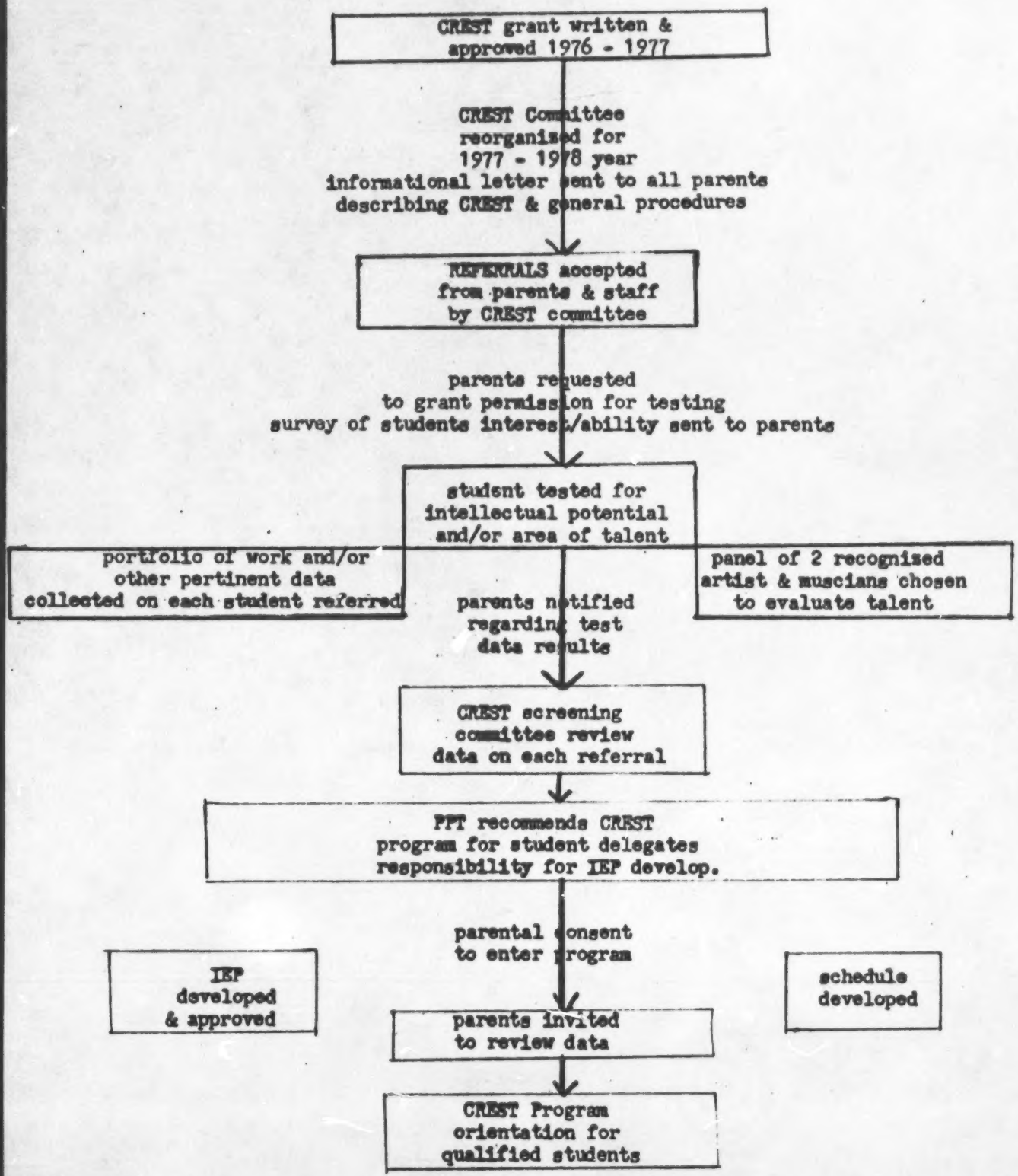
Torrance Tests of Creative Thinking
E. Paul Torrance, Ph. D.
Figural Tests, Forms A and B
Ginn and Company (Xerox Corp.)
191 Spring St.
Lexington, Mass. 02173

Slosson Intelligence Test (SIT) for children and adults
Richard L. Slosson
Slosson Educational Publications Inc.
140 Pine St.
East Aurora, New York, 14052

Musical Aptitude Prof: 6
Edwin Gordon
Houghton Mifflin Company
1 Beacon St.
Boston, Mass. 02107

Spache
George D. Spache, Ph. D.
CTB/McGraw Hill
Del Monte Research Park
Monterey, Calf. 93940

3-5-81 C.K and B.G.
Rise Workshop


CREST grant written & approved 1976 - 1977
CREST Committee reorganized for 1977 - 1978 year informational letter sent to all parents describing CREST & general procedures
REFERRALS accepted from parents & staff by CREST committee
parents requested to grant permission for testing survey of students interest/ability sent to parents
student tested for intellectual potential and/or area of talent
portfolio of work and/or other pertinent data collected on each student referred
panel of 2 recognized artist & muscians chosen to evaluate talent
parents notified regarding test data results
CREST screening committee review data on each referral
PPT recommends CREST program for student delegates responsibility for IEP develop.
parental consent to enter program
IEP developed & approved
schedule developed
parents invited to review data
CREST Program orientation for qualified students

CREST Talent Search

ACADEMIC	ART	MUSIC	DANCE	DRAMA
1. Superior IQ Scores exceeding 98% of the population (Slossen IQ Test)	1. Demonstrated drawing ability as judged by art specialists (Drawing Test)	1. Superior scores in musical aptitude, 90th percentile or above (Gordon Musical Aptitude Test)	1. Demonstrated dance motor skills as evaluated in an audition.	1. Drama assessment inventory of character development and expression judged as outstanding by a dramatist in an audition.
2. Achievement Scores in 89 to 99 percentile rank or 8th or 9th stanine - complete battery (Stanford Achievement Test)	2. Art creativity with clay judged by art specialists (clay manipulation activity)	2. Demonstrated creativity using sounds judged by teacher Specialists (Thinking Creatively with sounds)	2. Creative Dance skills as judged by dance specialist in an audition.	2. Creative use of props judged for fluency, flexibility originality & elaboration by a dramatists in an audition

3. Above average creativity scores on the verbal or figural forms of the Torrance Test for Creativity in fluency, flexibility originality, and/or elaboration.

4. A referral from a classroom teacher, parent, and/or other professional staff member indicating outstanding academic ability, creative ability and/or talent in the visual or performing arts, using the Renzulli Scale of Behavioral Characteristics and/or special nomination forms.

III. THE CREST CREATIVE ARTS MODEL

A. Goals

The goals of the CREST creative arts program closely adhere to the general goals of a well-designed elementary school arts program. The major difference is that CREST experiences extend beyond the offerings of the regular curriculum. The major goals of the program are listed below.

1. To broaden children's cultural environment by exposing them to the creative arts that will enrich their talents, stimulate their creativity, and develop their full potential.
2. To develop an openness to new experiences by participation in alternative activities using a variety of stimuli and opportunities outside the school community.
3. To develop on-going instruction from artists, musicians, and craftsmen to meet the strengths of the pupils.
4. To expand and extend each child's area of giftedness and talent by using resource room activities and outside experiences.
5. To demonstrate children's growth in creative thinking and problem solving skills.
6. To develop social awareness by taking gifted children into the community as well as bringing the community to the school.
7. To recognize and nurture creative abilities in gifted students using an accepting environment where creativity is encouraged and rewarded.
8. To exhibit children's individual creative products and schedule group performances within the school and community.
9. To provide for demonstrations, workshops, and visiting artists in the regular classroom.
10. To arrange for visits to art museums, plays, musical performances, dance rehearsals, etc.

III. B. Program Design

The CREST program design for creative arts is adapted from Renzulli's enrichment triad model and includes Type I, II, and III experiences, (See Table 3 Creative Arts Enrichment Triad Model). and CREST Goals and Objectives.*

Although Type I and II activities are offered in the regular school arts program, they are not sufficiently challenging or stimulating to children talented in the arts. Also, often students with demonstrated ability need more advanced techniques and knowledge beyond the regular curriculum which is geared toward the average student. This is more clearly illustrated in the comparison of the two programs in Table 4.

Table 3

Creative Arts Enrichment Triad Model

Type I Enrichment
Exposure to the Arts

- Visiting Artists
- Performances
- Demonstrations
- Art Galleries
- Theaters
- Craft Shows
- Museums
- Concerts
- Movies.....

Type II Enrichment
Skill Development

- Drawing
- Claybuilding
- Modern Dance
- Creative Drama
- Storytelling
- Music Composition
- Folk Singing
- Creative Writing.....

Type III Enrichment
Creative Products and Performances

- Art Displays
- Story Hours
- Dance Performances
- Talent Shows
- Drama Presentations
- Poetry Readings
- Recitals
- Videotapes.....

CREST GOALS AND OBJECTIVES

TYPE I ENRICHMENT

1. Exposure to the arts using in-school and out-of-school experiences that include visiting artists, demonstrations, exhibits, and performances to broaden children's cultural experiences.

2. Participation in directed activities at science centers, museums, libraries, and community resources to stimulate interest in investigations of specific topics.

3. Attending special CREST student performances and viewing displays of CREST pottery, drawings, student-made books, filmstrips, slide presentations, bulletin boards.

TYPE II ENRICHMENT

1. On-going instruction in advanced techniques taught by experts and professionals in the arts to expand students' talents.

2. Experiences in the use of a variety of media, materials, and methods to encourage creative problem solving.

3. Training and coaching in communication skills to enhance students' abilities in oral and written language.

4. Skill building in research techniques and reporting to develop self-direction and independence.

TYPE III ENRICHMENT

1. Exhibition of children's projects in special displays and shows in schools, libraries, and community centers.

2. Scheduling special performances in dance, music, and drama for school and community groups.

3. Composing original stories, poems, plays, and songs suitable for publication or performances.

4. Presentations of reports and projects in the regular classroom or library to demonstrate results of independent investigations and study.

Table 4

Comparison of Arts Experiences
in the
Elementary School Arts Program
and the
CREST Enrichment Program

	Elementary School Arts Program	CREST Enrichment Program
Type I Activities (Exposure to) (The Arts)	1. In-school arts experiences 2. Visiting artists in the classroom 3. Field trips to museums, theaters, musical performances.	1. Both in-school and out-of-school arts experiences. 2. On-going instruction from professional artists, musicians, dramatists, dances, poets, etc. 3. Directed activities at museums, visits backstage at theaters, TV studios, music labs, attendance at dance rehearsals, puppet demonstrations.
Type II Activities (Skill) (Development)	1. Skill building in basic skills by classroom teachers. 2. Creative expression in the arts 3. Recognition & encouragement of potential/demonstrated talent by special teachers. 4. Developing social skills in school group situations	1. Advanced techniques taught by experts or professionals in the arts. 2. Creative problem solving using a variety of media and methods. 3. Recognition & encouragement of talent in the arts by creative artists. 4. Social awareness using resource persons and places in the community.
Type III Activities (Creative Products) (and Performances)	1. Display of work and scheduling of special performances within the school	1. Exhibiting children's projects and scheduling special performances in school and the community. 2. Publication of children's work 3. Videotaping of children's performances 4. Student demonstrations in the classroom 5. Use of media for special presentations, (slides, tapes, photos, filmstrips, movies.)

III. C. CREST Curriculum

Planning the curriculum is an on-going process during the year and has to be re-evaluated at the end of each year. Care is taken so activities are not repetitive and remain sufficiently challenging to the advanced student and stimulating to the beginning student. Surveys of student's interests are tabulated each year and high interest activities are offered in the program the following year. The objectives for good arts programming in each talent areas are taken into consideration as well as the target population selected. All areas of the regular school program are enriched. (See CREST Curriculum Design).

III. D. Activities

The activities planned include Type I, II, and III experiences in 10-week mini-courses in art, music, dance, and drama. Children are selected to participate in activities based on potential/demonstrated ability and interest in each art form. Talented children work directly with creative artists who are not only experts in their field but are experienced in working with elementary age children.

These artists can then plan high quality activities geared to talented, motivated students who are committed to outstanding work and performance. With increasing skills supplied in the Type II activities, children gain the self-confidence that enables them to become Type III performers. They become music composers, folk singers, puppeteers, artists, potters, actors, poets, storytellers, dancers, and choreographers themselves by creating original pieces and performances.

It is important that talented children receive recognition for their efforts, and appropriate audiences are arranged for in the school and/or community. These projects may take many forms and are limited only by the child's knowledge and imagination.

Some Type III experiences include performances by the CREST Dancers in neighboring schools; CREST Folksingers for the Senior Citizens Group and the local Historical Society; the Drama Group for TV videotaping, the Storytellers for the Town Library story hours on Saturday mornings; poetry readings and sponsoring a poetry contest at the school; and individual displays of pottery and drawings at the local library, bank, and shopping mall.

CREST CURRICULUM DESIGN

Lebanon Elementary School
Lebanon, Connecticut

ART

- Drawing
- Filmmaking
- Pottery
- Water Color Painting

LANGUAGE ARTS

- Creative Communication
- Drama
- Poetry
- Puppetry
- Storytelling

MATHEMATICS

- Computer Science
- Math Lab

MUSIC

- Electronic Music
- Folk Singing
- Music Composition
- Organ Ensemble Playing

PHYSICAL EDUCATION

- Modern Dance

SCIENCE

- Botany
- Ecology

SOCIAL STUDIES

- Genealogy
- Community Studies

INDEPENDENT PROJECTS

- Bookwriting
- Library Research

CSK 3/25/81

III. E. Evaluation

Evaluation of the CREST program is a continuous process using both formal and informal methods. A variety of evaluation methods are used that include questionnaires, rating scales, attitude surveys, teacher reports, observations, self-evaluations, school achievement, taped recordings, parent surveys and student profiles. Teacher designed measurements of creative growth have been developed. (See Creative Behavior Rating Scale)

Using the bahavior scale as a model, an evaluation of each minicourse is designed by the resource teacher in the area of creative growth and skill development. See evaluations of pottery, creative communication, math lab, and folk music.

Student evaluations of each course are also administered. (See CREST Student Evaluation). Pupil goals for the program are evaluated each year by the resource teacher based on student performance/growth in the program. See Pupil Goals for the Lebanon CREST program.

III. F. Funding

The CREST program continues to receive support from the Lebanon Board of Education and the Connecticut State Board of Education, (Sec. 10-76 Gifted & Talented Reimbursement.) It is in its fourth year of operation and funds have been made available by the local Board of Education to explore a gifted/talented program for grades 7 - 12. Implementation of this program should begin during the 1982-83 school year at the Lyman Memorial High School in Lebanon.

Conclusions

The creative arts are an excellent vehicle in which to stimulate and encourage creative problem solving skills. See "Arts for the Academically Gifted" by Gail N. Herman a lecturer at the University of Connecticut. Other areas of growth are in the affective domain. See "Potential Areas of Student Growth in the CREST Program" prepared by Bonnie Gingerich, Guidance Counselor, Lebanon Elementary School. The program continues to receive the support of parents/teachers/students and is evaluated by the Board of Education each year.

CREST

CREATIVE BEHAVIOR RATING SCALE

Use the scale of 1 to 5, with 1 being the least creativity required and 5 the most. Try to choose an activity that will demonstrate all of the creative behaviors listed.

Activity____General_____

OPENNESS (Willing to attempt new experiences; risk-taking)

1. No indication of following directions
2. Experienced difficulty from the beginning
3. Long latency period before actual participation
4. Experienced difficulty as time went on
5. Full participation

SELF-EXPRESSION (Able to express and translate feelings)

1. No response
2. Expression of simple feelings only (joy, anger, hate, etc.)
3. Expression of feelings in conventional manner.
4. Ability to express more than one feeling
5. Translation of complex feeling (disillusionment, terror, exhiliration, etc.)

ORIGINALITY (Capable of thinking of new and unusual ideas)

1. Follows stereotype
2. Adapts idea from T.V., movies, books, someone else
3. Follows teacher suggestions
4. Gives trite but appropriate response
5. Produces novel ideas, and takes off in new directions

ELABORATION (Selects complex ideas and adds a great amount of detail)

1. Chooses one simple idea
2. Chooses more than one simple idea
3. Selects a complex idea
4. Chooses a complex idea and add several details
5. Prefers complex ideas and adds great details to it.

TASK COMMITMENT (Complete involvement in task, goes beyond what is expected)

1. Does not complete requirements of task
2. Completes over half of the requirements
3. Completes minimum requirements only
4. Becomes completely involved in the task
5. Goes beyond what is expected

POTTERY

Rate each behavior on a scale of 1 - 5

Skills

1. Exhibits skill in design principles. _____
2. Can manipulate clay. _____
3. Is skillful in use of tools. _____
4. Is capable in application of glaze on finished piece. _____
5. Can produce a finished pottery piece from green stage to final fired stage. _____

Creativity

1. Full participation in all experiences and activities in clay manipulation. (openness) _____
2. Imaginative use of clay in individual projects. (Self-expression) _____
3. Able to produce original and novel ideas. (Originality) _____
4. Expands on ideas using a variety of techniques. (Elaboration) _____
5. Complete involvement in task, going beyond what is expected. (Task commitment) _____

Resource Teacher_____

Comments:

CREATIVE COMMUNICATION

(Written, Oral, Manual, Visual, Physical)

Rate each behavior on a scale of 1 - 5

Skills

1. Mastery of the manual alphabet. ____
2. Knowledge of beginning sign language. ____
3. Ability to chhose an idea and develop it. ____
4. Expression of original stories using various art forms.

   Art ____ Music ____

   Drama ____ Movement ____

   Sign Language ____
5. Integration of the arts in communicating original stories and/or poems. ____

Creativity

1. Willing to attempt new approaches of communication. ____
2. Able to express and translate feelings in another media. ____
3. Creation of original stories and poems for interpretation. ____
4. Expand on ideas using different approaches of communication. ____
5. Complete involvement in task, going beyond what is expected. ____

Resource Teacher _____

MATH LAB

Rate each behavior on a scale of 1 - 5

Skills

1. Choose challenging experiences using math lab materials. ____
2. Report findings on experiment sheets/graphs. ____
3. Remain on task until development of expertise in using materials. ____
4. Relate abstract concepts using concrete objects. ____
5. Solve problems using concrete objects.

Creativity

1. Design challenging activity cards for use in the math lab. ____
2. Understand game activities and their relationship to math concepts. ____
3. Develop an original math game using manipulatives. ____
4. Teach a math lesson appropriate for a selected audience using math lab materials. ____
5. Willing to explore new experiences in self-initiated tasks. ____

Resource Teacher _____

FOLK MUSIC

Rate each behavior on a scale of 1 - 5

Skills

1. Understands meanings and messages of folk music. ____
2. Able to experiment and make suggestions for improvement of a given piece. ____
3. Composes new verses to well-known folk songs. ____
4. Chooses appropriate accompaniment for folk singing. ____
5. Writes own music and lyrics for original folk song. ____

Creativity

1. Full participation in singing and playing accompaniment instruments. ____
2. Imaginative use of music and lyrics to express feelings and mood of a song. ____
3. Composes original music and lyrics. ____
4. Goes beyond basic performance elements. ____

Comments

Resource Teacher _____

C.R.E.S.T. STUDENT EVALUATION

Course_____ Date_____

Name_____

PLEASE CIRCLE ONE ANSWER FOR EACH QUESTION.

1. I like this class
   (a) all of the time
   (b) some of the time
   (c) not very often

2. I tried to do the activities
   (a) all of the time
   (b) some of the time
   (c) not very often

3. I would like to learn more about this subject.

   YES NO

4. I learned something new in this class.

   YES NO

5. The activities in this class were different from what I do in my homeroom.

   Yes No

6. I am more excited and interested in this subject than I was before.

   YES NO

7. It is easier to think of new ideas now than it was at the beginning.

   YES NO

8. I can think of other ideas about this subject that I would like to try in the future.

   YES NO

9. I think the class helped me to know more about my abilities.

   YES NO

10. I enjoyed having a resource person teach this class

    YES NO

Tell what you like about this class_____

_____

Tell what you did not like about this class._____

_____

PUPIL GOALS FOR THE LEBANON CREST PROGRAM

1. Increased interest in exhibiting and sharing talent.

   Children will be instructed and guided in a variety of creative experiences offered by artists and musicians.

2. Increased oral language abilities.

   Children will be coasched in dramatization, interviews, storytelling, role-playing, puppet shows and play productions.

3. Motivation to initiate independent studies in their areas of interest.

   Student-teacher conferences, instruction given in needed skills, and use of special consultants, field trips, resource people, and tutors will be provided.

4. Growth in productive creative thinking skills.

   Children will be provided many opportunities and suggestions to think creatively, participate in creative activities and performances and create original products.

5. Positive attitudes toward school subjects and maintenance of regular school achievement.

   Student/teacher conferences, conferences with regular classroom teachers and parent/teacher meetings will be scheduled throughout the year.

6. Increased attitudes toward CREST related school activities.

   Children will be encouraged to develop an openness to CREST activities, that will further develop their talents, abilities, and interests.

May, 1979

CSK

ARTS FOR THE ACADEMICALLY GIFTED

At the 1974 National Conference on Arts and Humanities for Gifted and Talented, Richard Grove said, "The tendency is to push the (academically) gifted child down the cognitive track and to neglect those affective aspects of learning that help make the individual a truly human being." Experiences in the arts and using the arts in the curriculum of the academically gifted helps to unite the two sides of the brain in a wholistic learning approach. The verbal, cognitive left side of the brain in a sense needs the fanciful, creative right side of the brain to be fully functioning in order to produce those products which are truly creative as well as functional. Leaders in our society realize that solutions to our nation's problems can no longer be merely stop-gap measures; they must be carefully thought out and go beyond what is known. Vision is needed and the arts provide a training ground for development of imagination and skills in creative thinking. Several of these skills include divergent and associational thinking, nonverbal communication skills, communication skills, planning and forecasting skills, as well as the well known cognitive skills.

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POTENTIAL AREAS OF STUDENT GROWTH IN THE CREST PROGRAM

1. Level of comfort and ease with exploration of ideas and concepts.
2. Level of self-motivation not directly contingent on adults or peers.
3. Realization that acceleration in academics does not necessarily validate one's giftedness or talents.
4. Maturation in choosing programs of interest and/or enrichment.
5. Growth in presentation (oral, written, etc.) planning and goal completion skills.
6. Development of both wide and specific areas of enrichment.
7. Growth in responsibility in regular education programs, CREST activities and general development.
8. Understanding of one's self as a talented and/or gifted individual.
9. Exploration of the rights and responsibilities associated with these gifts and/or talents.
10. More highly defined discrimination between one's interest, high achievement level and talent and/or gift.

3/81

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